

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: November 2 – 6, 2015

WEEK: 13

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<p>SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.</p> <p>SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.</p>	<p>Do Now: N/A SUBSTITUTTE</p> <p>Opening/Tie-in: Substitute presents work session requirements to include to turn in for grade</p> <p>Work Session: 1. Pages 93, 99, 107, 120 : on each pages answer questions 3,4,5 Ind 2. Page 120 answer ID Key Terms 1 – 8 Ind 3. If above completed continue working on make-up work or vocabulary for this 9 weeks Ind</p> <p>Closing: Turn in completed questions for grade (Power Block: Freakonomics – Read/notes ix – 13; prepare for discussion Tuesday)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Freakonomics Textbook	<p>Formative: Teacher Observation Q&A</p> <p>Summative:</p>
TUES	<p>SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.</p> <p>SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.</p>	<p>Do Now: Which is consumers associated with – demand or supply?</p> <p>Opening/Tie-In: Scaffold MI 2 & 3</p> <p>Work Session: 1. Lecture/Discussion : PDF PPT Demand (1-16) WG 2. Exercise # 1, X = demand Ind</p> <p>Closing: Define demand (Power Block: Q&A/Discussion of Monday reading)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Freakonomics Smartboard PDF PPT	<p>Formative: Teacher Observation Q&A Exercise # 1</p> <p>Summative:</p>
WED	<p>SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.</p> <p>SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.</p>	<p>Do Now: Which is producers associated with – demand or supply?</p> <p>Opening/Tie-In: Hand out Beginner's Guide to D & S as tie in between S & D</p> <p>Work Session: 1. Lecture/Discussion : PDF PPT Supply (1-15) WG 2. Exercise # 1, X = supply Ind</p> <p>Closing: Define supply (Power Block: Freakonomics – Read/notes Chapter 1; pp. 15-28; prepare for Thursday discussion)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Freakonomics Smartboard PDF PPT	<p>Formative: Teacher Observation Q&A Exercise # 1</p> <p>Summative:</p>
THUR	<p>SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.</p> <p>SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.</p>	<p>Do Now: What information is used to create a demand or supply curve?</p> <p>Opening/Tie-In: Hands on activities to reinforce information from PPTs</p> <p>Work Session: 1. Morton 9A – Demand Curves, Movements along Demand Curves Pair/Ind 2. Morton 12A – Supply Curves, Movements along Supply Curves Pair/Ind</p> <p>Closing: What causes the movement along the demand curve? (Power Block: Q&A/Discussion of Tuesday reading)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Freakonomics Morton handouts	<p>Formative: Teacher Observation Q&A Morton activities</p> <p>Summative:</p>
FRI	<p>SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.</p> <p>SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.</p>	<p>Do Now: What causes the movement along the supply curve?</p> <p>Opening/Tie-In: knowing the changes in supply and demand tell you what the market is doing!!!</p> <p>Work Session: 1. Morton 10 – Reasons for Change in Demand Pair/Ind 2. Morton 13 – Reasons for Change in Supply Pair/Ind</p> <p>Closing: (Power Block: What did you find not surprising and the most surprising about cheating from the evidence provided in chapter 1? ; Write 1 – 2 paragraphs and turn in)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Freakonomics Morton handouts	<p>Formative: Teacher Observation Q&A Morton activities Power block paragraph</p> <p>Summative:</p>